

N.B.—These Programmes must be used in conjunction with *Home Education and Parents and Children* (see N.B. 3).

Programme 124†

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(Sept. to Dec., 1932.
Jan. to March, 1933, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address : THE DIRECTOR, 'THE PARENTS' UNION SCHOOL,
AMBLESIDE)

Motto : " *I am, I can, I ought, I will.*"

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORM II. (A and B).

(Ages 9 to 11).

PUPILS' NAMES.....

Bible Lessons.

The Bible text must be read and narrated without
interruption.

A & B I. Suitable parts from *Genesis*, chapters 37-50, inclusive
(see Paterson Smyth).

Teacher study Dr. Paterson Smyth's *Genesis* (Sampson Low, 2/-),
lessons 17-24, inclusive (omitting questions), in order to bring the
passages home to the children.

II. *St. Luke's Gospel*, chapters 8-16, inclusive.

Optional: *The Children's Year* (Church Seasons), by the Rev. G.
A. Oakley (S.P.C.K., 2/6). *S.P.C.K. Bible Atlas* (1/-).

The following books will be found useful for teacher's own study:
The Little Bible (Oxford Press, 2/6, see *Appendix for Teachers
and Parents*). *Peloubet's Bible Dictionary* (R.T.S., 10/6). *Helps
to the Study of the Bible* (new edition, Oxford Press, 8/6).

For private daily Bible reading and prayers:

Daily Readings and Notes (Series "C") monthly schemes (1/6 a
year, from The Secretary, B.R.F., 19, Old Queen St., London,
S.W. 1.), or, *Lectiones*, 1932 (Spottiswoode, 1d.). *A Prayer
Book for Boys and Girls*, compiled by M. Cropper (S.C.M., 2/6).

For hymns and prayers:

The Church and School Hymnal (S.P.C.K., 1/6; or with music, 3/6).
Two Minute Bible Readings: for use in Opening School (S.C.M.,
3/-).

† The 124th term of work set since the Parents Union School began.

Sunday Reading (optional):

- A & B *Lion-Hearted* (Bishop Hannington's Life), by Canon E. Dawson (Seeley Service, 2/-); or, *The Mabinogion*, translated by Lady Charlotte Guest (Dent, 2/-), pp. 13-94. *The Land of the Incarnation*, by Gertrude Hollis (Wells Gardner, 5/-), pp. 193-288.
- A *Heidi*, translated by Louise Brooks (Nelson, 1/-).
- B *The Story of a Short Life*, by Mrs. Ewing (Bell, 1/4).

Sunday Occupations:

- A The Book of Centuries, see under General History.
- A & B Choose and inscribe mottoes and texts, using Bridges cards 1, 2, 3. Make Christmas Cards and Calendars.

Writing.

- A & B Transcribe some of your favourite passages from the Shakespeare play or poetry books set. Two perfectly written lines every day.

A *New Handwriting* (which is not script), by M. M. Bridges (P.N.E.U. Office, teachers' instructions 6d., cards 3, 4, 5 & 10, for letters; cards 7, 8, or 9, for models, 5d. each).

Dictation.

- A & B Two pages at a time to be prepared carefully; words not known to be visualised (see *Home Education*, pp. 240-243); then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and history.

Composition (including written or oral narration daily after each lesson).

- A (a) Stories, (b) verses, in the metres of poems read; choose subjects from work set in History and Reading. Letters of invitation, acceptance and refusal.
- B Stories from the term's reading. Children in B who cannot write easily may narrate part.
- Children are advised to join the P.U.S. Portfolio of Story and Verse (see *Our Work*, September *Parents' Review*).

English Grammar (see N.B. 4.)

Point out Subjects, Verbs, Objects, and do simple parsing every week; make progress each term.

- A & B *First Grammar Lessons*,* by C. M. Mason (Dent, 1/6), pp. 23-46, inclusive, or continue.
- or, A, (more advanced), *A New Junior English Grammar*,* by R. B. Morgan (Murray, 2/-), pp. 65-88, with Morgan's *Exercises in English Grammar* (Murray, 1/9), pp. 44-56.

British History.

- A & B *A History of England*,* by H. O. Arnold-Forster (Cassell, 8/6), pp. 557-577 and 594-641 (1702-1745). Make summaries of events and dates and begin a History chart of the 18th Century.
- or, B Marten and Carter's *Elementary Histories*, Vol. I.: *Our Heritage** (Blackwell, 2/-), pp. 69-156 (55 B.C. - A.D. 1066).
- A & B Take the *Home and Classroom* section of *The Times* (P.N.E.U. Office, 6/- a year).
- A Teacher will find useful Quennell's *History of Every-day Things*, Part VI. (18th Century), (Batsford, 3/-). See also *History Charts* (P.N.E.U. Office, 6d.).

French History.¹

- A & B *A First History of France*,* by L. Creighton (Longmans, 5/-), pp. 213-223; or, (B), read Marten & Carter's *Elementary Histories*, Vol. I., *Our Heritage*, pp. 1-68.

General History.

- A *Man before History*,* by Mary Boyle (Harrap, 2/-), pp. 91-126.

Keep a Book of Centuries* (P.N.E.U. Office, 1/9, or better, 2/6: see illustrated leaflet, by Miss Bernau, 6d.).

Put in illustrations from all the history studied during the term (Bible, English, French, General). *Babylonia and Assyria*,* by D. A. Mackenzie (Blackie, 1/3), pp. 40-80, for reference. Visit museums. See British Museum Postcards: catalogue from the Museum.

Citizenship.

- A Suitable stories from North's *Plutarch's Lives: Demosthenes** (Blackie, 10d.).
- A & B *The Citizen Reader*,* by H. O. Arnold-Forster (Cassell, 2/6), pp. 122-166, inclusive.
- B *Stories from the History of Rome*,* by Mrs. Beesly (Macmillan, 2/6), pp. 1-61; or, *Stories of the Old Greeks*,* by W. H. D. Rouse (Macmillan, 2/6), pp. 46-91.

Geography.

Local geography out-of-doors; see *Home Education*, Parts II. and V.

Map questions (as in the Ambleside Geography Books) to be answered from map *before each lesson*; then reading and narration. Memory sketch maps. Ten minutes' exercise on map of the world every week. Know something about foreign places noticed in the current newspapers (see under History). All Geography to be studied with atlas. Philip's *Modern School Atlas of Physical, Political and Commercial Geography*,* 1929 edition (7/6).

- A (1) *The Counties of England*, *Ambleside Geography Book III*,* (Kegan Paul, 4/-), pp. 44-82, with Philip's supplementary maps for *Yorkshire** (Halifax edition, 5d.), *Derbyshire** and *Cheshire*,* (4d. each);
- or, alternative work, *Cambridge Geographical Readers*, Vol. III., *The British Isles** (Cambridge Press, 3/6), pp. 82-117.
- (2) *Round the Empire*,* by Sir George Parkin (Cassell, 2/6), pp. 47-97, for map study.
- B (1) *Ambleside Geography Book II*,* (Kegan Paul, 1926 edition, 3/-), pp. 116-141, or work with A above.
- (2) *Round the Empire*,* as in A above.

¹ National History may be substituted for French History; see under Reading, and Overseas Leaflet.

Natural History,¹ etc.

A & B *Life and Her Children** (latest edition), by Arabella Buckley (Macmillan, 6/-), pp. 167-200.

The Sciences, by E. S. Holden (Ginn & Co., 4/9, revised edition), pp. 34-71; or, *An Introduction to Science*, Book I., by E. N. da C. Andrade and Julian Huxley (Blackwell, 2/3), pp. 1-56; *Practical Handbook* (6d.), for additional experiments.

Children should make experiments where possible. *Easy Experiments in Science*, by H. McKay (Oxford Press, 1/6), may also be used.

Keep a Nature Note Book* (P.N.E.U. Office, 5d.; see *Home Education*, Parts II. and V.), for outdoor work.

For special out-door studies according to season and climate, see *Nature Rambles*, Vols. III. & IV., also *Nature in the Garden*, Vol. II., *Midsummer to Winter*, all by E. Step, F.L.S. (Warne, 2/6 each); *S.N.S.U. Leaflets*, Nos. 9 (*Nature Study of Rocks*), 63 (*Clouds and Sky Signs*), and 3 (*Some Shrubs of our London Parks*). (2½d. each).

French² (see N.B. 4).

A *A French Course for Schools*, Part I.,* by H. F. Collins (Macmillan, 2/-), lessons 9-16. *Le Petit Bonhomme** (Blackie, 6d.), optional for narration.

New French Picture Cards, Series I., by Marc Ceppi and H. M. Brock (Bell, 2/-), may be used for extra practice.

B *French for Young Beginners*,* by Marc Ceppi (Bell, 2/-), lessons 1-6, with pp. 113-115 (see also pp. 122-136 for verbs and pronunciation; omit phonetic script).

A & B Learn a poem from *Recueil de Poèmes*,* Vol. I., by J. Molmy (Blackie, 6d.), or a scene for acting from *Petites Scènes Pour Les Jeunes**, by Gabrielle L' Honoré (Dent, 1/-).

Teacher will find the following series useful for accent and rhythm: *Nos Amis Français* (Gregg Publishing Co., 2/6 or 3/-) with six Columbia records (6/- each, not stocked at the P.N.E.U. Office).

Latin (see N.B. 4).

A *A Latin Book for Beginners: A Preparation for the Reading of Latin Literature*,* by M. C. Gardner, M.A. (Oxford Press, 3/-), Part I., §§ 22-42.

Arithmetic (see N.B. 4).

Much care with tables and rapid mental work.

Dr. Ballard's *Fundamental Arithmetic* Books II. and III. with *Teacher's Books*. Also Alfred Wisdom's *Arithmetical Dictation* for rapid mental work.

A (3rd Term), *Fundamental Arithmetic*, Book III.* (U.L.P., Pupils' Book, 1/-), pp. 22-40; (*Teacher's Book*, 2/3). *Arithmetical Dictation*, Book III. (U.L.P., 1/-), Exs. 135-150; or, continue.

¹ Overseas members see special leaflet.

² Schools may substitute the national language.

B (3rd Term), *Fundamental Arithmetic*, Book II.* (U.L.P., 10d.), pp. 33-49 (*Teacher's Book*, 2/-); *Arithmetical Dictation*, Book II. (U.L.P., 1/-), Exs. 92-106, or continue.

Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Teacher will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (University of London Press, 6/-).

Picture Study.

A & B Reproductions of six pictures by Raphael* (P.N.E.U. Office, 2/-).

See notes for teachers only in the September *Parents' Review*, also *Home Education*, pp. 307-311.

Drawing.

Wild fruits in brushdrawing. Studies of chairs and tables, objects with wheels. Original brush-drawings from scenes in books set for reading. Memory drawings. Make Christmas cards and calendars.

Paint-box* with specially chosen brushes, palette and colours (P.N.E.U. Office, 2/6); work should be done with brush and in colour; pencil should not be much used.

Join the P.U.S. Portfolio (See *Our Work*, September *Parents' Review*).

Teacher may consult: *Simple Lessons in Colour*, by H. A. Rankin (Pitman, 7/6); *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Music Appreciation.

The work of Haydn: see (a), article, and (b), the records suggested under *Our Work*, in the September *Parents' Review*. *Haydn*, by B. L. Thomson (Sheldon Press, 4d.).

Ear Training, Piano, etc.

Teacher should read *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.); *The Three R's in Music*, by Arthur Somervell (Boosey, 1/6).

(a) *Ear Training*, by M. Chamberlain (Novello, 6/-); see Introduction for amount of work each term.

(b) Continue *Child Pianist* (Curwen & Son, from 3/- a volume); teacher using the *Teacher's Guide* (revised edition, 7/6).

An Introduction to Music, by H. E. Piggott (Dent, 3/6), will be found useful for theory.

Singing.

(a) Three English, and three French, songs. Carols.

The Clarendon Song Books: Books II. & II.A (Oxford Press, 2/6 or 3/- each; words and voice part only 6d. or 8d. each). *Folk Songs of France*, Book I. (Novello, 2/-). *The English Carol Book*, Series I. or II., (Mowbray, 2/6 each, words only, 3d.).

(b) Sight-singing and Ear-training.

A *Ten Minutes' Lessons in Sight-Singing* (Curwen, 3/-), take four lessons. Teacher may use also *Fifty Steps in Sight-Singing*, by Arthur Somervell (Curwen & Son, 2/6), and *Exercises for Pupils* (9d. a set).

B *Ear Training*, by M. Chamberlain (Novello, 6/-).

Recitations.

A & B (a) Two suitable passages of about twelve verses each from work set in *Genesis*, and *St. Luke*, (b), Psalms 133 and 108, (c), a hymn, and (d), one of the following: a scene from the Shakespeare play, or fifty lines from an anthology.

*Laurel and Gold** anthology (Collins, 1/-). *Historical Lyrics and Ballads*, Book II.* (Blackie, 1/-); *Lyra Heroica** (Macmillan, 3/6).

Reading (including holiday and evening reading).

A & B Books set for Geography, History and Recitations should afford exercise in careful reading.

Shakespeare's *The Merchant of Venice** (Blackie; Plaintext Edition, 6d.); Scott's *The Pirate** (Nelson, 1/6); or, B only, *Edwy the Fair**, by A. D. Crake (Longmans, 3/6).

A Bulfinch's *Age of Fable* (Dent, 2/-), pp. 156-186. *The Book of other Lands*, by D. M. Stuart (Harrap, 7/6), pp. 56-112. *Gulliver's Travels** (Dent, 1/4).

B *The Heroes of Asgard*, by A. & E. Keary (Macmillan, 3/6), pp. 247-313. *The Song of Beowulf** (Dent, 1/-).

A & B *The Merry-Go-Round*, a magazine for children (1/- monthly).

In French History time, Scottish or Irish children may read from: *Makers of Scotland*, by M. C. Scott-Moncrieff (Oxford Press, 2/6); *A Class-Book of Irish History*, by James Carty (Macmillan, four parts, 1/- each).

Drill, etc.

Daily drill, dancing, games.

(a) Drill: Board of Education *Syllabus of Physical Training for Schools, 1919* (Eyre & Spottiswoode, 1/6): take six consecutive tables. *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *A Hundred Singing Games*, edited by Frank Kidson (Bayley & Ferguson, 2/-).

(b) Dancing: *Scandinavian Dances*, Series II. and III. (Ling Association, 11d.). *The English Country Dance Graded Series*, by Cecil Sharp, Vols. I.-III. (Novello, 3/- each): description and tunes of 6 dances in each volume.

(c) Games: *Recreational Games*, by E. N. Herbert (Philip, 3/-). Longball (Rules, Bourne & Co., 2d.). Netball; Hockey.

Work: Crafts, etc.

(a) Help in house or garden.

Gardening for Children, by J. Gwynn (Harrap, 2/6).

(b) Carton modelling, etc.: make four models.

Paper Cutting and Modelling, by J. E. Tolson (Pitman, 4/-), Section VI. (Omit correlated schemes.) Materials from Philip & Tacey, Ltd., 69 High Street, Fulham, London, S.W. 6.

Help to make *The Happy Little House*, by M. H. Spilhaus (Blackwell, 2/-).

(c) Needlework: make a simple garment, e.g., a princess petticoat.

See *Pattern Making and Cutting Out*, by Mrs. E. Griffith (Oxford Press, 4/6). *A Manual of Plain Needlework* (3/6), may also be used for stitches, etc.

Boys and girls mend clothes from the wash each week.

First Lessons in Darning and Mending (P.N.E.U. Office, 2d.), may be used.

(d) Felt Work: make Christmas presents.

Dryad Leaflets, Nos. 59 and 72 (6d. each).

Help the "Save the Children Fund," address: 26 Gordon Street, London, W.C. 1.

Plays for Middle Forms (Dent, 1/4), may be used.

Teacher will find valuable suggestions for the teaching of Drawing and all Handicrafts in the following:—*Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons.

N.B. 2.—The work in Form II. lasts for two years (ages 9-11). In home schoolrooms where there are children in A as well as in B both Forms may work together, doing the work of A or B as they are able, except in Citizenship, but more work must be expected from A. **Second year II.A. is now called III.B.**

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/6, *Parents and Children*, 5/6 (P.N.E.U. Office). **A record of work should be kept (see leaflet H).**

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps. Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the full course for the Form.

N.B. 5.—Each pupil should have a copy of all books, etc., marked *, and a set of the Pictures and materials. *One* copy of the other books is sufficient. **It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken.** The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional. The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and (in II.A.) a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. badge, colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

Parents' National Educational Union

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FORM II.

PUPILS' NAMES.....

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Bible Lessons.

- I. A & B 1. What was Pharaoh's dream? How did Joseph interpret it? What was the result?
2. Describe the occasion when Joseph made himself known to his brethren.
A 3. How did Joseph test his brethren? Why did he do so? What lessons may we learn?
- II. A & B 1. Give the story of the healing of Jairus's daughter.
2. On what occasion were the following words spoken? Tell the whole story in **one** case (a), "This is my Beloved Son, hear Him"; (b), "And who is my neighbour?"; (c), "What shall I do to inherit eternal life?"
A 3. What did our Lord teach His disciples about prayer after he had given them the Lord's Prayer?

Writing. (Writing is also considered in each answer.)

Write (A), four, (B), two, lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

- A *The Pirate*, chapter I., page 34, "Cleveland himself authority."
B *Gulliver's Travels*, p. 20, "I lay down on the grass manner."

Composition.

- A & B 1. Write, in verse or prose, about one of the following,—
(a), Dædalus; (b), "Baldur is dead!"; (c), Beowulf and the building of Heorot; (d), a composition by Haydn; (e), stars at night.
2. Describe a scene in which "Norma of the Fitful-head" appears.
3. Write a short account of (a), "Portia," or, (b), "Shylock."

English Grammar.

- A & B 1. Pick out Subjects, Verbs and Objects in the following, and say all you can about the words in italics:—
"At last the *caterpillar* took the *hookah* out of its *mouth* and addressed her in a *languid*, sleepy *voice*."
2. Make six sentences telling something about six things you can see out of your window (using different verbs). Put the subjects and predicates into columns.
3. Find six transitive verbs in your poetry book, and write them down, with their subjects and objects.
- or, A (Morgan) 2. What rules do you know that will help you in spelling the plurals of nouns ending in *f*, *y*, and *o*? Give examples.
3. How many cases are there in English? Find an example of each from your poetry book.

British History.

- A & B 1. Give an account of the Duke of Marlborough.
2. What do you know of (a), The Young Pretender and his friends, and (b), the rebellion which he led?
- A 3. What was the Act of Union between England and Scotland? How was it brought about?
- or, B 1. Give a short account of **one** of the following,— (a), Bede, (b), Mohammed, (c), Charlemagne, (d), Alfred the Great.
2. What do you know about **two** of the following,— (a), Hadrian's Wall, (b), Silchester, (c), the learned Arabs of the time of Haroun-al-Raschid?

French History.

- A & B 1. What do you know about, (a), Louis XV., (b), Bishop Fleury?
- or, B 1. Tell what you know about (a), the Old Stone Workers, or, (b), Hammurabi?

General History.

- A 1. What do you know of the daily life and customs of the neolithic people?
2. What drawings have you made in your Century Book this term in connection with Babylonia and Assyria? Describe **two** of them, giving dates.

Citizenship.

- A 1. Describe the ways by which Demosthenes trained himself to become an orator.
2. Give some examples of (a), direct, (b), indirect taxes. In what ways do we all benefit from taxation?
- B 1. Tell the story of (a), Brutus and his sons, or, (b), Marcus Fabius, or, (c), Xerxes and the battle of Thermopylae.
2. What do you know of the meaning of the Union Jack? Why do people honour their national flag?

Geography.

- A 1. Draw a sketch map of Derbyshire, putting in the boundaries, dales, chief towns, and rivers. Write a short account of the Peak district.
- or, 1. Name four important Scottish rivers, and say where and in which direction they flow. Write a short account, with a diagram, of **one** of them.
2. Give a short account of the Province of Ontario. Where is it situated and what are its products?
3. Mention four places which you have read about in the papers this term and say where they are. What did you read about **one** of them?
- B 1. Draw the shape of Arabia, putting in its boundaries and three towns. Describe a journey in Arabia.
2. What do you know about the province of British Columbia and its products?

Natural History.

- A & B 1. Describe, with diagrams, the life and habits of an acorn barnacle.
2. Describe a telescope and how it works.
- or, 2. Explain as far as you can, (a), what happens when you take a snap-shot, or, (b), the difference between smoke and steam.
3. Write notes, with drawings, on the special study you have made this term.

French.

- A 1. Describe in French (a) an adventure at a fair, or, (b), your journey to school.
2. Translate: (a), They were right. (b), Is she wrong? (c), My father will not wait for the train. (d), The weather was bad yesterday. (e), We were not listening to the birds.
- B 1. Make six sentences about the picture on p. 15.
2. Translate: (a), Where are the monks? They are in bed. (b), The little girl has a green frock and a yellow coat. (c), How many toes have you?

Latin.

- A 1. Write the Imperfect Indicative of *sum* and the Future of *moneo*.
2. Translate: (1) He says that the boy has a monkey.
(2) They will see a parrot with a red beak.
3. "A Latin Book for Beginners" Part I.; (i.) Translate § 30 (b) from "Nauta et puer" "to Nemo nautam videbat." (ii.) Read the Latin again, then write a narration.

Arithmetic.

A (3rd Term.)

1. Write down all the prime common factors of 64 and 72. What is their Highest Common Factor and their Lowest Common Multiple?

2. Simplify

(i.) $2\frac{1}{12} + 1\frac{5}{6} - \frac{3}{4}$

(ii.) $\frac{16}{33} \times \frac{5}{8} \times 2\frac{3}{4}$

3. There were $3\frac{1}{4}$ lb. of butter in a dish. Of this $\frac{5}{8}$ lb. was used for a cake, $\frac{9}{16}$ lb. to make toffee, and $\frac{3}{8}$ lb. to butter bread. How much butter was left in the dish? (Answer in lb. and oz.)

B (3rd Term.)

1. A square sheet of iron weighing 2cwt. 3st. 12lb. is cut into 8 equal parts. What is the weight of each part?
2. From a cistern containing 270 gals. 2 qts. 1 pt. a quantity amounting to 14 gals. 3 qts. 1 pt. is taken 9 times. How much remains in the cistern?
3. A playing field is 120 yds. long and 80 yds. wide. How far have you walked if you go all round it 4 times? What is its area?

Picture Study.

A & B Describe "St. George and the Dragon," by Raphael.

Drawing (with brush and in colour).

1. An original illustration from *The Pirate, or, Gulliver's Travels*.
2. Some wild fruits in brushdrawing in a design for a Christmas Card.

Recitations.*

Father to choose two passages from the Bible Lessons, a hymn, a poem, or, a scene from *The Merchant of Venice*.

Reading.*

Father to choose unseen passage.

Music.*

Examine in work done and report progress.

Singing.*

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill.*

Drill, before parents.

Work.*

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

NB. 1.—Examination to begin on Monday, December 5th. Papers to be posted on Dec. 10th, *with no other enclosure*. The examination should last a full school week.

N.B. 2.—Subjects thus indicated (*) to be marked on the *Parents' or Teacher's Report* according to Regulations, and **marks to be added up**. For scale of values see head of Report Form.

N.B. 3.—Please note carefully (a) the amount of written work expected in Form II.B, *i.e.*, children who do not write easily must write at least *one* answer in each subject (the rest being dictated); (b) The Regulations as to the number of papers to be sent in by Schools.

N.B. 4.—Members overseas may send in papers for examination at the end of *any two* terms in the year.

Members are asked to state on the *Parents' or Teachers' Report Form* (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.